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AUTHOR	Childers, Pamela B.; Hobson, Eric H.; Mullin, Joan A.
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ABSTRACT

Intended as a guide for teachers, this book discusses ways to exploit the intersections between the visual and the verbal to teach writing. Chapter 1, "Seeing Writing in a Visual World" (Eric H. Hobson), establishes the book's major premises. Chapter 2, "Postcards: Inside/Out" (Joseph F. Trimmer), describes engaging students in a whole course of reading, writing, researching, and speaking based on postcards and student-centered pedagogy. Chapter 3, "What's Art Have To Do with It?" (Pamela B. Childers), offers suggestions for engaging students in observing and writing, and focuses on using art to motivate those more visual than verbal. Chapter 4, "Alternative Pedagogy: Visualizing Theories of Composition" (Joan A. Mullin), describes how the author used another language, the language of architecture, to talk about writing. Chapter 5, "Teaching Writing in a Visual Culture across Disciplines" (Childers), describes how a visual-verbal approach can inform instruction across the secondary and post-secondary curriculum. Chapter 6, "The Civil War and Its Monuments: Visualizing the Past" (Richard H. Putney), describes how observing, creating visuals, and responding to them in writing can teach content in a history course. Chapter 7, "Beyond Visualizing a Community of Learners" (Mullin), describes a visual activity that identifies the visual characteristics of a subject and creates a collaborative working atmosphere among students. Chapter 8, "Drawing Students into Writing: A Faculty-Development Workshop" (Hobson), describes a faculty development workshop exploring the use of the visual in instruction. Each chapter is followed by a response by one of the book's authors. Contains a 50-item bibliography. (SR)

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